Hastings and Prince Edward District School Board

C.O.D.E Project, 2007

The Three Cueing Systems



Sample Questions, Instructional Strategies and Examples of MSV Cues

Written and developed by: Cassandra Bellwood, Kente P.S. Kerri Denyes, Princess of Wales P.S. Lisa Friar, Foxboro P.S.

Cassandra Windsor, Harmony P.S. Kim Mahoney, C.O.D.E. Project Leader

Source: <http://www.hpedsb.on.ca/ec/services/cst/elementary/literacy/documents/ThreeCueingSystems-detail.pdf>

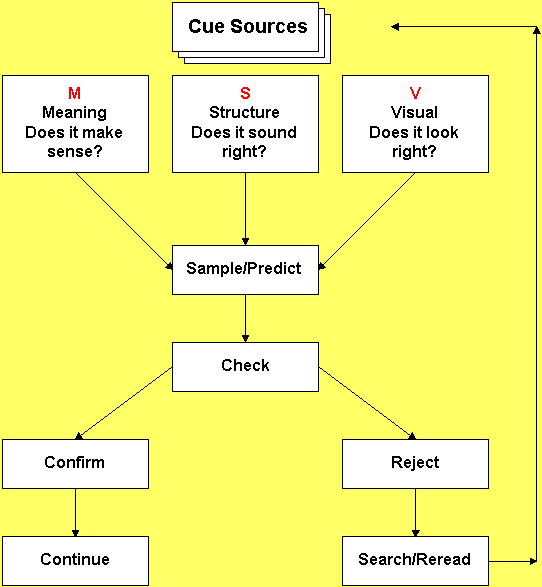
Adapted by Jane Cook, Literacy Coach

The Reading Process

"A Bird's Eye View"

(Source: "Analyzing a Running Record" by Morrison of the Wright Group)

Found at: <http://www.chapman.edu/soe/faculty/piper/resource/birdseye.htm>



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**The Three Cueing Systems: What Are They?**

**When scoring a running record, ask yourself: What cueing system was the reader likely using?**

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| --- | --- | --- | --- |
|  | **Meaning** (Semantic) | **Structure** (Syntactic) | **Visual** (Graphophonic) |
| **What is it?** | **Does it make sense?**   * Making sense of **text** and relaying meaningful connections * Context clues found in the text and/or background knowledge (comes from the students own experiences) | **Does it sound right?**   * Making sense of the actual   **words** in the **sentences**   * Structural cues come from the students’ knowledge of correct oral language structures * The way in which language is put together into sentences, phrases, paragraphs, etc. | **Does it look right?**   * Breaking words down into **letters, sounds, syllables, prefixes, chunks, etc.** * Visual cues come from students developing knowledge of letter/sound relationships and of how letters are formed * What letters and words look like * Often identified as sounding out words |

**The Three Cueing Systems Instructional Ideas**

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| --- | --- | --- |
| **Meaning** (Semantic) | **Structure** (Syntactic) | **Visual** (Graphophonic) |
| Teachers need to teach genres, or nature of text forms, purpose for reading, does the word fit, what information do the illustrations provide and what has happened so far.    **Suggested Strategies:**   * Vocabulary lists * Oral predicting * Story line prompts * Prior knowledge * Pictures * Connections * Webs * Graphic organizers * Context clues, pictures, text * Reading the room * “how to choose a book” * KWL * Anticipation guides | Teaching suggestions are to model more complex sentence structures and sentence reconstruction with familiar stories.  Behaviors that capitalize on structure; reading ahead, and re­ reading    **Suggested Strategies:**   * Cut up sentences * Guess the covered word * Natural language * Knowledge of English | Do the sounds and the words I am reading match the words on the page (phonological awareness cueing system)    **Suggested Strategies:**   * Making big words * Month by month phonics * Word sorts * Word analogies * Sounds and symbols * Capitalization * Punctuation * Directionality * Word and spaces * Beginnings and endings * Word families * Root words * Syllables * Prefixes and suffixes * Magnetic letters |

**Sample Questions and Prompts to Promote Students’ Use of the Three Cueing Systems**

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| --- | --- | --- | --- |
|  | **Meaning** (Semantic) | **Structure** (Syntactic) | **Visual** (Graphophonic) |
| **Questions & Prompts** | * What do we know about this topic already? * What do we need to know? * What would help us understand this text? * Why are we reading this book? * What other books have we read on this topic? * What is going to happen next? * What predictions can you make about this text? * What could have happened before this story? What could happen after? * Show where in the text it says that. Show where the author indicated that.   If a student is relying primarily on meaning, it will be beneficial to support her reading strategies that promote looking at letters and sounds. | * When I covered up this word in the text, how did you know what word would be appropriate? * When I was reading and left out a word, how did you know what word was in the text? * Have you hear that phrase/language (e.g. Once upon a time ...) before?   If a reader is relying primarily on structure, it will be beneficial to support her reading with strategies that promote meaning and visual cues. | * What were the rhyming words in this story? * What would do you see within that bigger word? (Prompt students to look for the root word in a word with a prefix or a suffix, or for the two words that make up a compound word.) * What is the first letter (or last letter) of the word? * What sound does that letter (or combination of letters) make? * What other words start with that letter and would fit into this sentence?   If a reader is relying primarily on visual cues, it will be beneficial to support her reading with strategies that promote meaning and structure. |

**Examples of MSV Cues**

|  |  |
| --- | --- |
| An example of a reader using MEANING cue,  ***purring***  The small cat was sitting **quietly** by the window.  In this example, the substitution of purring for quietly made sense to the reader, especially considering her personal experience and interest in cats. The reader may have also recently read another book about cats where the cat purred. | An example of a reader **NOT** using a meaning cue,  ***quetty***  The small cat was sitting **quietly** by the window.  In this example, the substitution of quetty for quietly does not make sense. Not only is quetty not a word but the rest of the sentence doesn’t make sense as a result of the error. Meaning was not used on the word or sentence level in this example. **THIS WOULD BE SCORED AS A VISUAL ERROR.** |
| An example of a reader using **STRUCTURAL** cue,  ***standing***  The small cat was **sitting** quietly by the window.  In this example, the substitution of standing for sitting follows the rules of language, and does not present a grammatical problem. | An example of a reader **NOT** using a structural cue,  ***sat***  The small cat was **sitting** quietly by the window.  In this example, the substitution of sat for sitting creates a grammatical error and does not follow the rules of language. **THIS WOULD BE SCORED AS A MEANING AND VISUAL ERROR.** |
| An example of a reader using **VISUAL** cue,  ***smell***  The **small** cat was sitting quietly by the window.  In this example, the substitution of smell for small shows that the reader used the beginning blend as well as the middle consonant L, possibly recognizing the double L pattern in the word smell. | An example of a reader **NOT** using a visual cue,  ***little***  The **small** cat was sitting quietly by the window.  In this example, the substitution of little for small indicates that the cues for the letters were not used. Neither the beginning, end nor chunk within the word is similar visually. **THIS WOULD BE SCORED AS A MEANING ERROR** |